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ABSTRACT

A study was conducted by the Community Services Department at Mt. San Antonio College (Mt. SAC) to evaluate participant satisfaction and suggestions for future direction for the department's comprehensive program of non-credit courses. A questionnaire was administered in class to 307 participants between April 1, and June 1, 1987, focusing on demographics, class quality, adequacy of facilities, students' assessment of staff and instructors, marketing, students' future plans, fiscal support, future services, and suggestions for improvement. Study findings included the following: (1) participants were predominantly female, 16 to 47 years of age, earning $12,000 per year or less; (2) students had participated in 2 to 5 classes, the majority of which were non-fee, and on campus; (3) the majority had registered in the Community Services office or in class; (4) computer classes were the most frequently suggested new classes; (5) participants gave overall ratings of "excellent" or "good" to classes, instructors, staff, and facilities; while equipment, facilities, parking, safety, and convenience were rated "good" overall; (6) marketing was rated favorably and probability of future participation in Mt. SAC programs was considered high; and (7) respondents indicated that they would take advantage of credit card registration, telephone registration, and computerized after-hours registration if these services were available. (Author/EJV)

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AN EVALUATION STUDY OF COMMUNITY SERVICES, MT. SAN ANTONIO COLLEGE

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June 1987

JC 870450

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ABSTRACT

An Evaluation Study of
Community Services, Mt. San
Antonio College

Community Services department of Mt. San Antonio College offers a comprehensive program of non-credit courses and programs. The purpose of the study was to evaluate participant satisfaction and suggestions for future direction for the rapidly growing department.

A questionnaire was prepared with advisement of the Community Services Committee and the Adult Education Subcommittee to evaluate department course offerings and services. The finalized, field tested questionnaire was administered to 307 participants in Community Services classes from April 1, through June 1, 1987. The survey included 46 items divided into 9 factors. The 9 factors included: (1) demographics; (2) quality of classes experienced; (3) adequacy of facilities; (4) evaluation of Community Services staff and instructors; (5) marketing; (6) future plans; (7) fiscal support; (8) possible future services; and (9) suggestions for improvement.

The questionnaire was administered in class by a Community Services staff member. Instructions and explanations were given verbally to respondents. A 100 percent return of questionnaires was accomplished.

Results of the survey indicated participants were predominately females, 16 to 47 years of age, and earn $12,000 per year or less. Students had participated in 2 to 5 classes, the majority of which were non-fee, on campus, and they registered in the Community Services

office or in class. Participants gave overall ratings of "excellent" or "good" to classes, instructors, staff, and facilities. Suggestions were made for program improvement and future classes. Equipment, facilities, parking, safety, and convenience were rated "good" overall. Marketing was rated favorably and probability of future participation in Mt. San Antonio College programs was high. Respondents agreed that the college should continue to offer Community Services programs and possible future services of credit card registration, telephone registration, and computerized after-hours registration.

Recommendations based on the study findings include: (1) continuance of Community Services programs and courses; (2) improved marketing including the Community Services schedule of classes and other media services; (3) Recruitment of Community Services students for credit courses be considered and developed; (4) telephone, credit card, and computerized after hours registration be studied and a plan for implementation developed; (5) staff development workshops in telephone and interpersonal communication be planned and implemented; (6) an intrainstitutional study of parking and facilities be encouraged; (7) new courses and programs be developed on an on-going basis to meet community needs; and (8) follow-up assessment of participants evaluations be conducted periodically.

The results of this study will be utilized in formulating department objectives and five year master plan.

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Chapter 1

INTRODUCTION

Introductory Statement

Effectiveness of educational programs and impact upon the community is a constant concern to an educational institution and staff. The study undertaken in this report is an attempt to evaluate the impact of Community Services programs in the community serviced by Mt. San Antonio College.

Nature of the Problem

The Community Services department of Mt. San Antonio College offers a comprehensive program of non-credit courses and programs. In the Spring of 1986-87, nearly 10,000 participants were enrolled in course offerings through this department (Mt. San Antonio College, 1987). The department has grown steadily in the past five years. However, an organized and comprehensive evaluation of participant satisfaction has not been accomplished.

It was suggested by the Community Services Committee and the Adult Education Subcommittee (hereafter known as the Committees) that an evaluation study be undertaken in order to determine the overall effectiveness of the department and course offerings.

Purpose of the Study

As offered by Stufflebeam (1982), the purpose of evaluation is to improve, not to prove. The purpose of evaluation is not on theory building but on product delivery or mission accomplishment. The value

of evaluation inquiry is to determine worth and social utility (Isaac and Michael, 1983).

The CIPP evaluation model is based on context - input - process - product (Stufflebeam, et al., 1971). Intended to provide a basis for making decisions within a system, the CIPP model defines educational program evaluation as being the process of delineating, obtaining, and providing useful information for judging decision alternatives. The model also addresses educational accountability as well as decision making.

The purpose of the current study is to determine program effectiveness as measured by participant satisfaction as well as gathering information for future decision making. Accountability of department activities will also be determined.

Method of Investigation

A questionnaire was developed and prepared with assistance of the Committees. The questionnaire was based on the CIPP model. Questions were based on nine factors considered to be important in evaluating current Community Services classes and in giving direction for future program planning and decision making.

The questionnaire was administered in Community Services classes between April 1 and June 1, 1987. Three hundred seven participants were surveyed.

Summary

As evaluation study of Community Services programs and services was conducted using the CIPP evaluation model. Advisement

and project planning were accomplished with assistance of the Community Services Committees and the Adult Education Subcommittee.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Introductory Statement

The literature reviewed in this report will be directed to publications concerning evaluation research and non-credit community needs assessment. Literature directly related to participant satisfaction was not available. However, needs assessment and evaluation focus on the principle aspects of this study.

Review of the Literature

Evaluation studies are discussed in depth by Isaac and Michael (1983). Planning the evaluation study is considered the most important step. Pitfalls and errors can be avoided by careful planning.

The CIPP model of evaluation is presented in depth in the same publication. The CIPP model was the culmination of almost four years of work by the Phi Delta Kappa National Study Committee under the chairmanship of Daniel Stufflebeam. The definition of educational program evaluation proposed by this committee is: "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (Isaac and Michael, 1983, pg. 6). The CIPP model of evaluation serves four types of decisions: (1) planning decisions which influence selection of goals and objectives, (2) structuring decisions, which ascertain optimal strategies and procedure designs for achieving the objectives that have been derived from planning decisions, (3) implementing decisions, which afford the

means for carrying out and improving upon the execution of already selected designs, methods, or strategies; and (4) recycling decisions, which determine whether to continue, change, or terminate an activity or even the program itself. The CIPP model offers educational accountability. Educational accountability represents the designation or assignment of responsibility to personnel in the educational environment for the realization or lack of realization of educational outcomes that are expected by members of the educational community (Isaac and Michael, 1983).

According to Scriven (1967) there are two types of evaluation; formative and summative. Formative evaluation refers to the internal evaluation of a program, usually undertaken as part of the development process. Summative evaluation is a systematic attempt to determine whether a fully developed program is meeting its objectives. Formative evaluation differs from summative evaluation in the absence of a control or comparison group.

A community assessment survey was conducted by Fayetteville Technical Institute (FTI) in 1984 (Brum, 1984). The purpose of the survey was to assess the knowledge, perceptions, and opinions about FTI of community residents, businesses, and high school students. Three survey instruments were designed to answer eight research questions. The research questions were directed towards five year educational plans of residents, how people learn about the college, frequency of contact with FTI, factors influencing enrollment, effects of current marketing strategies, business needs, and responses of high school juniors and seniors. Surveys were mailed to 1,752 residents, 220 business firms, and 893 high school students.

Daytona Beach Community College (DBCC) conducted a survey to determine the market for the educational services that fall within the mission of DBCC, to identify target populations, explore educational needs and perceived desires, and to gather opinions of DBCC and its, academic services. The results of this study indicated Community members agreed that some type of higher education is important for success, opinions of DBCC were high, working women were the most likely group to have taken a course during the past year, many educators were unaware of the scope of progress and service offered by DBCC, and more than half of the high school students surveyed planned to attend DBCC. Marketing and institutional promotion plans were based on the findings of this study (DBCC, 1984).

A telephone survey was conducted by Saddleback Community College District (SCCD) to assess the surrounding community's familiarity with Saddleback College and its programs. The purpose of this study was to establish a database to assist in educational planning. The survey included 502 adults living in the SCCD. The results of the study indicated 82 percent of respondents had earned some college credit, 38 percent attended or were attending Saddleback College, 62 percent reported reading the college schedule of classes. Educational interests were greatest in courses to improve job skills and the availability of personal computers was the factor most likely to influence decisions to enroll in college courses (Glenn, 1984).

A study of persons living in the vicinity of La Guardia Community College was conducted to determine respondents' views concerning problems facing their communities and their attitudes towards and experiences with adult and continuing education. The

survey was conducted by personal interview and included demographic and background information. The findings included the following: crime and lack of recreational activities, academic quality, convenience of location and cost were major main factors influencing institutional choice (Kane et al., 1980).

Attitudes of residents of Wayne County Community College (WCCC) District towards the college and its programs was the focus of a telephone survey conducted by Nussbaum (1983). Findings of the study were based on 295 usable interviews. Questions concerned attitudes towards the college, facilities, education in general, and findings. Survey results were utilized in planning future programs and marketing.

In 1984, a telephone survey was conducted to determine community awareness of Piedmont Virginia Community College (PVCC) to compare findings with results of a similar survey conducted in 1977 and to ascertain additional requested courses. The findings were based on 493 usable interviews. The most important reason for attending PVCC was reported as improvement in job skills while reasons for not going to college included being too old and not having enough time to attend college (Piedmont Community College, 1984).

Summary Statement

While many studies have been conducted to evaluate programs and community colleges, it would seem that each community college is unique in community needs and resources and therefore each college needs to conduct its own evaluation study. The current study of Mt. San Antonio College, Community Services followed the CIPP model and is a summative evaluation study.

Chapter 3

PROCEDURES

Introductory Statement

The procedures undertaken in this study were developed in cooperation with the Committees and specifically directed to Community Services class participants. An effort was made to make the study comprehensive and inclusive.

Preparing the Questionnaire

Preparation of the questionnaire involved participation of both the Community Services Committee and the Adult Education Subcommittee to identify areas to be addressed and formulation of questions. Nine factors were considered to be of importance. Those factors included:

demographics

quality of classes experienced

adequacy of facilities

evaluation of Community Services staff and instructors

marketing evaluation

future plans or desires

fiscal support

possible future services

suggestions for improvement

The questionnaire involved 46 items. A machine scored answer sheet was utilized to assist in date collection. The questionnaire was administered in class with explanation by a Community Services staff

member. Therefore, a cover letter was not considered appropriate nor were written instructions. The finalized questionnaire may be found in Appendix A.

Finalizing the Questionnaire

The questionnaire was submitted to the Committees for comment and review. Comments and recommendations of the Committees were reviewed and changes incorporated into the instrument. Wording was changed on a few questions in accord with Committee recommendations.

Field Testing the Questionnaire

The finalized questionnaire was field tested on a group of 53 students currently participating in a Community Services class in April of 1987. Further changes in the document were made based on the experience and questions of these students. It was also decided to have participants answer directly on the questionnaire instead of the machine scored answer sheet as the answer sheet caused much confusion. The respondents responses were later transferred to the answer sheet by a staff member. The finalized questionnaire was printed and prepared for administration to the final sample.

Selecting the Sample

The finalized questionnaire was administered to 307 participants in Community Services classes from April 1 through June 1, 1987. As 70 percent of Community Services classes were presented at off campus sites, 70 percent of the sample was selected from off campus classes. The sample was divided proportionately among the mandated areas of adult education as well as fee classes. The distribution was based on

the latest available attendance reporting as the questionnaire was administered and collected at class sessions, a one-hundred percent return was obtained.

Data Analysis

Data were collected and analyzed. Demographics of the sample were analyzed to determine the composite of the student population. These data are reported in total numbers of respondents and percents. The remaining items of the questionnaire were grouped into the nine factors previously presented and reported in total numbers of respondents and percents. The final two items of the questionnaire are summarized by repetition of suggestions and comments.

Limitations of the Study

This study was limited to participants in Community Services classes during a specified time period. Participants represented a very diverse range in age and socio-economic background.

The sample size was limited to 307 current participants. This represents only .03 percent of the approximately 10,000 students serviced by Community Services in the 1985-86 school year.

The questionnaire was administered during class time. Although specific instructions were given by the same Community Services staff member at each class, participants may have felt limited by class time frames.

Assumptions

It is assumed that participants, while not homogeneous in demographics, have similarities in standards or criteria of judgement as to quality of educational programs.

While the following terms are commonly used in non-credit programs, for clarity in this report definition is included:

1. Adult Education - Classes or programs qualifying for state apportionment. Includes nine mandated areas and are non-fee to student.
2. Adult Education Subcommittee - Standing college committee, a subcommittee of the Instructional Services Committee, whose purpose is advisement, approval, and coordination of Adult Education classes and programs.
3. Community Services - Generally considered to entail self-supporting fee classes. For purposes of this report, may refer to Community Services Department.
4. Community Services Committee - An advisory group of college employees and community members whose purpose is advisement on community services, fee classes.
5. Community Services Department - That department within Mt. San Antonio College offering all non-credit courses and programs including fee classes and non-fee programs for state apportionment.

Summary Statement

A finalized, validated questionnaire evaluating nine aspects of Community Services classes and participants was administered between April 1 and June 1, 1987. Results are reported in numbers responding and percents. The sample included 307 current Community Services class participants.

Chapter 4

RESULTS OF THE STUDY

Introduction

Survey questionnaires were distributed to 307 participants in Community Services classes from April 1 through June 1, 1987. All questionnaires were returned. Therefore, a 100 percent return was achieved.

Results of the Study

The first section of the questionnaire addressed the demographics of the respondents. Item one asked the age of the respondents. Of the 305 responding, nearly one-third (94; 30.6 percent) were 16 to 31 years of age. Eighty nine (29 percent) reported being from 32 to 47 years of age and 55 (17.9 percent) reported being from 48 to 63 years old, while 67 (21.8 percent) responded to being over 63 years of age. These data are presented in Table 1.

Table 1

Age of Respondents

Years	N	Percent
16-31	94	30.8
32-47	89	29.2
48-63	55	18.0
over 63	67	22.0
Totals	305	100.0

The second item of the questionnaire asked participants the number of Community Services classes attended from January 1, 1985 through January 1, 1986. Of the 264 respondents to this item, 70 (26.5 percent) indicated they had attended one class while 116 (43.9 percent) indicated they had attended from 2 to 5 classes. Nearly ten percent (24; 9.1 percent) of the respondents indicated they had attended 6 to 10 classes while 54 (20.5 percent) had attended more than 10 classes. These data are summarized in Table 2.

Table 2

Number of Classes Attended

Number of Classes	N	Percent
1	70	26.5
2-5	116	43.9
6-10	24	9.1
More than 10	54	20.5
Totals	264	100.0

Whether classes attended were fee or non-fee was surveyed in item three. A category was allowed for those who had participated in both fee and non-fee classes.

Of the 289 respondents to item 3, 54 (18.7 percent) reported having taken fee classes, 195 (67.5 percent) had participated in non-fee classes, while 40 (13.8 percent) had experienced both fee and non-fee classes. Table 3 indicates these data.

Table 3

Type of Class(es) Attended

Type of Class	N	Percent
Fee	54	18.7
Non-Fee	195	67.5
One or more of each	40	13.8
Totals	289	100.0

Item number four asked participants to indicate city of residence. A wide variety of 31 cities were indicated. The two most frequently named cities were Covina (54; 20.8 percent) and West Covina (52, 20.1 percent). The 29 remaining cities reported varied from 19 (7.3 percent) to 1 (.4 percent). Two hundred fifty-nine participants responded to this item. These data are summarized in Table 4.

Table 4

Cities of Residence

City	N	Percent
Arcadia	1	.4
Azusa	7	2.7
Baldwin Park	4	1.5
Chino	3	1.
Claremont	2	.8
Covina	54	20.8
Diamond Bar	18	6.9
Duarte	3	1.2
Downey	1	.4
El Monte	1	.4
Fontana	1	.4
Fullerton	1	.4
Glendora	15	5.8
Hacienda Heights	14	5.4
La Puente	6	2.3

Table 4 (continued)

Cities of Residence

City	N	Percent
La Verne	12	4.6
Montclair	1	.4
Monterey Park	1	.4
Ontario	2	.8
Pasadena	1	.4
Pomona	12	4.6
Rancho Cucamonga	2	.8
Rosemead	1	.4
Rowland Heights	12	4.6
San Dimas	6	2.3
South El Monte	2	.8
South Pasadena	1	.4
Upland	3	1.2
Valinda	1	.4
Walnut	19	7.3
West Covina	52	20.1
Totals	259	100.0

The location of classes attended was addressed in item five. Of the 290 participants responding, nearly one-half (134; 46.2 percent) attended classes on the Mt. San Antonio College campus while 123 (42.4 percent) indicated they had attended off campus classes and 33 (11.4 percent) had participated in classes both on and off campus. Table 5 summarizes these data.

Table 5

Location of Classes Attended

Location	N	Percent
Mt. San Antonio College Campus	134	46.2
Community Site	123	42.4
Both	33	11.4
Totals	290	100.0

Item six of the demographics segment of the questionnaire asked participants how they had registered for Community Services classes. As summarized in Table 6, 120 (40.3 percent) participants indicated they had registered in person while 21 (7.0 percent) had registered by mail. Of the 298 respondents, 115 (38.6 percent) registered in class and 42 (14.1 percent) had registered by a combination of these.

Table 6

Method of Class Registration

Method	N	Percent
Community Services Office	120	40.3
Mail	21	7.0
In Class	115	38.6
Combination	42	14.1
Totals	298	100.0

The sex of participants was surveyed in item 7. Of the 306 participants responding to this item, the majority (247; 80.7 percent) were female while the remaining 59 (19.3 percent) were male. Table 7 summarizes these data.

Table 7

Sex of Participant

Sex	N	Percent
Male	59	19.3
Female	247	80.7
Totals	306	100.0

Participants annual income was asked in item 8. Two hundred seventy-four participants responded to this item. Nearly one-half (124; 45.3 percent) reported having incomes between $0 and $12,000 while one-fourth (69; 25.2 percent) indicated incomes between $13,000 and $25,000 annually. Forty-four (16.1 percent) participants reported incomes between $26,000 and $38,000 annually and only 25 (9.1 percent) respondents indicated incomes over $51,000 annually. These data are summarized in Table 8.

Table 8

Participants Annual Income

Annual Income	N	Percent
$0 - $12,000	124	45.3
$13 - $25,000	69	25.2
$26 - $38,000	44	16.1
$39 - $51,000	25	9.1
Over $51,000	12	4.4
Totals	274	100.0

Items 9, 10, 14, 15, 16, 17, 25, and 26 compose factor number 2 and address students satisfaction and evaluation of various aspects of classes attended. These items included participants perceptions of program quality, instructors, clarity of class objectives, organization, overall opinion of Community Services classes, and feelings towards

continuance of Community Services programs. Data concerning these items are presented in Table 9.

Table 9

Factor 2: Respondents Satisfaction with Classes Attended

Item #	Topic	# Responding	Excellent N	Excellent %	Good N	Good %	Fair N	Fair %	Poor N	Poor %
9	I consider the quality of the program I attended to have been:	301	172	57.1	122	40.5	7	2.3	0	0
10	My satisfaction with the program(s) I attended was:	301	158	52.5	132	43.9	10	3.3	1	.3
14	The instructors presentations I have experienced were:	300	164	54.7	117	39.0	18	6.0	1	.3
15	Clarity of class objectives were:	294	134	45.6	142	48.3	18	6.1	1	.3
16	Generally, the organization of the class(es) I have attended were:	299	118	39.5	157	52.5	24	8.0	0	0
17	The instructor(s) level of knowledge were:	300	175	58.3	110	36.7	15	5.0	0	0
25	My overall opinion of Community Services classes is:	299	137	45.8	157	52.5	5	1.7	0	0
26	My feelings towards continuance of Community Services programs are:	299	170	56.9	125	41.8	3	1.0	1	.3

Factor number 3 grouped survey questions concerning facilities utilized in the presentation of Community Services classes. Items 11, 12, 13, 18, 19, and 20 were grouped in this factor. Included were: satisfaction with classroom facilities, equipment and supplies provided for classes, convenience of class location, safety arriving and leaving class, convenience of parking, and convenience of registration. Summary of these data are presented in Table 10.

Table 10

Factor 3: Respondents Satisfaction with Facilities

Item #	Topic	# Responding	Excellent		Good		Fair		Poor	
			N	%	N	%	N	%	N	%
11	My satisfaction with the classroom or facility provided was:	298	118	39.6	149	50.0	28	9.4	3	1.0
12	The equipment or supplies provided for the class were:	291	104	35.7	146	50.2	37	12.7	4	1.4
13	The convenience of class location was:	307	155	50.5	127	41.4	21	6.8	4	1.3
18	I felt my personal safety arriving and leaving class was:	303	133	43.9	151	49.8	16	5.3	4	1.0
19	The convenience of parking was:	297	97	32.7	128	43.1	51	17.2	21	7.1
20	The convenience of registration was:	299	128	42.8	138	46.2	26	8.7	7	2.3

The Community Services staff was the topic of factor 4. Items 21, 22, 23, and 24 were grouped in this factor. Courtesy and interest shown by Community Services staff, telephone contact and manner in which questions were answered by the staff were addressed in this factor and summarized in Table 11.

Table 11

Factor 4: Respondents Evaluation of Community Services Staff

Item #	Topic	# Responding	Excellent		Good		Fair		Poor	
			N	%	N	%	N	%	N	%
21	The courtesy shown by Community Services staff was:	291	144	49.5	132	45.4	15	5.2	0	0
22	The interest in me shown by Community Services staff was:	288	125	43.4	132	45.8	1	.3	0	0
23	Telephone contact with the Community Services staff was:	250	75	30.0	141	56.4	29	11.6	5	2.0
24	The manner in which my questions were answered by the Community Services staff was:	276	98	35.5	152	55.1	25	9.1	1	.4

Marketing of Community Services classes and programs was the topic of factor 5. The items included in this factor were: 27, 28, 29, 30, 31, and 32. These items solicited respondents opinions of publicity given Community Services classes, the Community Services schedule of classes including organization and distribution. These data are summarized in Table 12.

Table 12

Factor 5: Participants Opinion of Community Services Marketing

Item #	Topic	# Responding	Excellent		Good		Fair		Poor	
			#	%	N	%	N	%	N	%
27	Publicity given Community Services classes is:	291	71	24.4	161	55.3	55	18.9	4	1.4
28	Coverage of Community Services classes in local newspapers is:	266	30	11.3	119	44.7	83	31.2	34	12.8
29	I find the Community Service schedule of classes:	283	96	33.9	142	50.2	38	13.4	7	2.5
30	My receiving of the Community Services schedule of classes is:	272	98	36.0	122	44.9	32	11.8	20	7.4
31	The organization of the Community Services schedule of classes is:	307	101	32.9	163	53.1	41	13.4	2	.7
32	My ease in finding classes in the Community Services schedule of classes is:	289	85	29.4	168	58.1	28	9.7	8	2.8

Factor 6 grouped items addressing future directions for Community Services including respondents plans for attending future programs. Items in this factor included 33, 34, 35, 36, and 37. Participants were surveyed concerning probability of future participation in Community Services classes, both fee and non-fee, as well as credit classes and other Mt. San Antonio College programs. These data are summarized in Table 13.

Table 13

Factor 6: Respondents Projection of Future Participation in Mt. San Antonio College Programs

Item #	Topic	# Responding	Excellent		Good		Fair		Poor	
			N	%	N	%	N	%	N	%
33	Probability of my future participation in Community Services classes is:	300	149	49.7	136	45.3	15	5.0	0	0
34	Probability of my future participation in fee classes is:	280	75	26.8	117	41.8	50	17.9	4	13.6
35	Probability of my future participation in non-fee classes is:	292	161	55.1	116	39.7	11	3.8	4	1.4
36	Probability of my future participation in credit classes is:	273	88	32.2	88	32.2	57	20.9	40	14.7
37	Probability of my future participation in other than Community Services classes at Mt. San Antonio College is:	275	68	24.7	113	41.1	61	22.2	33	12.0

Fiscal support and the place of Community Services within the total college structure was addressed in factor 7. Items 38, 39, 40, and 41 were included in this factor and surveyed respondents opinions concerning the continuation of Community Services programs, the priority of Community Services classes within the college and opinions concerning the funding of classes. Table 14 presents these data.

Table 14

Factor 7: Fiscal and College Support of Community Services Classes

Item #	Topic	# Responding	Strongly Agree		Agree		Disagree		Strongly Disagree	
			#	%	#	%	#	%	#	%
38	The college should continue to offer Community Services programs.	293	260	88.7	32	10.9	4	.3	0	0
39	All programs should be tax supported, non-fee classes.	285	187	65.6	58	20.4	36	12.6	4	1.4
40	All programs should be self-supporting, fee classes.	268	21	7.8	39	14.6	134	50.0	74	27.6
41	Community Services classes should be a college priority.	276	77	27.9	119	43.1	62	22.5	18	6.5

The next factor, factor 8, asked respondents opinions concerning possible additional services that might be offered by Community Services. Items 42, 43, and 44 queried opinions about telephone registration, use of credit cards in registering for fee classes and computerized telephone registration for after-hours registration in both fee and non-fee classes. These data are summarized in Table 15.

Table 15

Factor 8: Opinions Concerning Possible Additional Services

Item #	Topic	# Responding	Strongly Agree		Agree		Disagree		Strongly Disagree	
			#	%	#	%	#	%	#	%
42	I would use telephone registration if it was available.	273	127	46.5	98	35.9	42	15.4	4	2.2
43	I would use my credit card to register for fee classes if this service was available.	262	74	28.2	83	31.7	64	24.4	41	15.7
44	I would use computerized telephone registration after the Community Services office is closed if this service was available.	249	79	31.7	88	35.3	70	28.1	12	4.8

The remaining two items, 45 and 46, asked participants to indicate future classes of interest and suggestions for improvement. These two items are reported as factor 9.

Seventy-five participants responded to item 45 concerning suggestions for new classes. The following list of responses summarizes those suggestions:

No changes or additions	30
Dance classes	2
Art	6
Reading for illiterates	3
Sports/recreation	3
English as a Second Language - World History	4
Vocational	
Silk Screen printing	4
Business accounting	5
Politics	2
Computers	14
Financial Management	2
Total	75

Item 46 solicited respondents suggestions for program improvement. Responses were varied and individualized and have been summarized into categories. Eighty-six respondents addressed this item. Suggestions included:

No improvements needed	47
Improve instructor evaluation	3
Improve equipment	4

Cleaner classrooms	9
Expand ESL classes	6
Improve parking	7
Mail class schedule earlier	2
Longer office hours	4
More off-campus classes	4
Total	86

Summary Statement

The completed survey was reported by item and grouped into 9 factors. The final two items were summarized and reported by number responding. The 46 items surveyed were considered by the Committees to represent a comprehensive evaluation study instrument.

Chapter 5

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The data compiled and reported in Chapter 4 will be discussed in this chapter with conclusions and recommendations resulting from that data. Recommendations will be considered in constructing the five year master plan for Community Services and formulating department objectives.

Discussion

This investigation was conducted to evaluate classes and services provided by Community Services, Mt. San Antonio College. The survey included 307 participants in Community Services classes from April 1 to June 1, 1987. The results of the survey will be discussed by demographics and the 8 other previously stated factors.

The participants surveyed in this study were near evenly dispersed between 16 and 47 years of age with the majority being from 16 to 31 years of age and the minority being from 48 to 63 years of age.

Participants varied in number of Community Services classes attended with 2 to 5 classes being the most frequently reported group and one-fifth reporting they had attended more than 10 classes. Of the classes attended, two-thirds of respondents reported attending non-fee classes. The remaining one-third were nearly equal in distribution between fee classes and a combination of fee and non-fee classes.

Respondents reported a wide variety of cities of residence. Thirty-one cities were represented in the sample with the largest representation from Covina and West Covina. Participants were almost equally divided between attending on-campus and off-campus class sites with a few attending both. Participants were also near equal in reporting the location of registration as in the Community Services office and in class registration.

The sex of participants was reported as dominantly female by over three-fourths. The group also reported annual income as nearly one-half in the $12,000 or less category. One-fourth reported incomes from $13,000 to $25,000 with incomes over $25,000 having few responses.

Respondents considered Community Services classes and instructors "excellent" to "good" with few indicating "fair" or "poor" satisfaction with either. Satisfaction with facilities, classrooms, equipment, and parking was reported as "good". Convenience of registration was also most frequently reported as "good".

Participants responded that services rendered and courtesy shown by Community Services staff was "good". The two areas of greatest discrepancy between "excellent" and "good" were telephone contact and manner in which questions were answered by the staff with "good" being the most frequent response.

Overall, participants rated marketing of Community Services classes as "good". Questions directed specifically towards the schedule of classes rated "good" responses.

When queried concerning possible future participation in Mt. San Antonio College programs, the majority of respondents indicated the

probability of future participation in Community Services classes was "excellent" while one-third indicated the probability of future participation in credit classes was "excellent" and one-fourth indicated the probability of future participation in other than Community Services classes at Mt. San Antonio College were "excellent".

Factor 7 asked participants opinions concerning continuance of programs and financial support. The majority of respondents agreed strongly that Community Services classes should be continued. Most respondents thought all classes should be non-fee, tax supported while few were of the opinion that all classes should be self-supporting, fee classes.

Nearly half of the respondents agreed that Community Services classes should be a college priority.

Respondents opinions concerning usage of possible future services varied. The largest percentage of respondents "strongly agreed" to usage of telephone registration while they "agreed" to credit card usage for fee class registration. Opinions were divided between "agree" and "strongly agree" as to use of computerized telephone registration.

Suggestions for future classes were requested in item 45. Respondents suggestions were varied. The most requested responses indicated no changes or additions were needed while the most frequently requested additional classes were in the area of computers.

The final item, item 46, asked respondents for suggestions for program improvement. While only 86 respondents replied to this item, the majority stated no improvements were needed. Of those making

suggestions for improvement, the most frequent suggestions were cleaner classrooms and improved parking.

Conclusions

From the results of the study and citings in the literature, it would seem conclusive that:

1. Participants in Community Services classes at Mt. San Antonio College are predominately females, 16 to 47 years of age, live in immediate surrounding areas to Mt. San Antonio College, and earn $12,000 per year or less.
2. Participants had attended 2 to 5 Community Services classes, taken predominately non-fee classes on campus and register in the Community Services office.
3. Students participating in Community Services classes were satisfied with Community Services programs experienced.
4. Continuance of Community Services classes was reported as important.
5. Facilities, convenience, and safety were considered "good".
6. Interactions with Community Services staff was considered "good".
7. Marketing of Community Services programs was evaluated as "good" by respondents.
8. Participants will probably participate in Mt. San Antonio College activities in the future.
9. Telephone, credit card, and computerized after hours registration is desired.
10. New classes or programs desired are diverse in subject matter.

11. Predominant suggestions for change include improved classrooms and parking.

Recommendations

Based on the conclusions of the survey and search of the literature the following recommendations are made:

1. Community Services continues to offer classes and programs, both fee and non-fee.
2. Marketing of Community Services classes, including the schedule of classes be improved in organization and distribution.
3. Recruitment of Community Services students for credit courses be considered and developed.
4. Telephone, credit card, and computerized after hours registration be studied and a plan for implementation developed.
5. Staff development workshops in telephone and interpersonal communications be planned and implemented for Community Services staff.
6. Intrainstitutional study of parking and facilities be encouraged.
7. New courses and programs be developed on as on-going basis to meet community needs.
8. Follow-up assessments of participants evaluations be conducted periodically.

Summary Statement

The discussion of the study indicates the most remarkable findings of the survey. The conclusions and recommendations will be considered in formulating future department objectives and five year

master plan. The study will be reviewed by the Committees and additional remarks and objectives added based on that revision.

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REFERENCES

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APPENDIX A

MT. SAN ANTONIO COLLEGE
COMMUNITY SERVICES PARTICIPANT SURVEY

(Please indicate one response to each question by circling the appropriate letter on the survey form.)

Section I: Demographics and Background Information

1. Age of participant

   a. 0-15
   b. 16-31
   c. 32-47
   d. 48-63
   e. over 63

2. Number of classes attended from January 1, 1985 through January 1, 1986

   a. 1
   b. 2-5
   c. 6-10
   d. more than 10

3. The class or classes I attended were:

   a. fee
   b. non-fee
   c. one or more of each

4. I live in _____ (write in response)
   (City of Residence)

5. The program(s) I attended were:

   a. on Mt. SAC's campus
   b. in the community
   c. both

6. I registered for class:

   a. in person in Community Services
   b. by mail
   c. at class
   d. combination of these

7. Sex of Participant:

   a. Male
   b. Female

8. Annual income is:

   a. $0-12,000
   b. $13-25,000
   c. $26-38,000
   d. $39-51,000
   e. over $51,000

Section II: Please respond to the following statements about the class(es) you attended through Mt. SAC Community Services by circling the appropriate number on the survey form:

		Excellent	Good	Fair	Poor
9.	I consider the quality of the programs I attended to have been:	1	2	3	4
10.	My satisfaction with the program(s) I attended was:	1	2	3	4
11.	My satisfaction with the classroom or facility provided was:	1	2	3	4
12.	The equipment or supplies provided for the class(es) were:	1	2	3	4
13.	The convenience of location of the class(es) was:	1	2	3	4
14.	The instructors presentations I have experienced were:	1	2	3	4
15.	Clarity of class objectives were:	1	2	3	4
16.	Generally, the organization of the class(es) I have attended were:	1	2	3	4
17.	The instructors levels of knowledge were:	1	2	3	4
18.	I felt my personal safety arriving and leaving class was:	1	2	3	4
19.	The convenience of parking was:	1	2	3	4
20.	The convenience of registration was:	1	2	3	4
21.	The courtesy shown by Community Services staff was:	1	2	3	4
22.	The interest in me shown by Community Services staff was:	1	2	3	4
23.	Telephone contact with the Community Services staff was:	1	2	3	4
24.	The manner in which my questions were answered by the Community Services staff was:	1	2	3	4

		Excellent	Good	Fair	Poor
25.	My overall opinion of Community Services classes is:	1	2	3	4
26.	My feelings towards continuance of Community Services Programs are:	1	2	3	4
27.	Publicity given Community Services classes is:	1	2	3	4
28.	Coverage of Community Services classes in local newspapers is:	1	2	3	4
29.	I find the Community Services schedule of classes:	1	2	3	4
30.	My receiving of the Community Services schedule of classes by mail is:	1	2	3	4
31.	The organization of the Community Services schedule of classes is:	1	2	3	4
32.	My ease in finding classes in the Community Services schedule of classes is:	1	2	3	4
33.	Probability of my future participation in Community Services classes is:	1	2	3	4
34.	Probability of my future participation in fee classes is:	1	2	3	4
35.	Probability of my future participation in non-fee classes is:	1	2	3	4
36.	Probability of my future participation in credit classes at Mt. SAC is:	1	2	3	4
37.	Probability of my future participation is other than Community Services classes at Mt. SAC is:	1	2	3	4

Section III: Please give your opinion concerning the following statements by circling your answer on the survey form provided:

		Strongly Agree	Agree	Disagree	Strongly Disagree
38.	The College should continue to offer Community Services programs.	1	2	3	4
39.	All programs should be state tax supported, non-fee classes.	1	2	3	4
40.	All programs should be self-supporting, fee classes.	1	2	3	4
41.	Community Services classes should be a college priority.	1	2	3	4
42.	I would use telephone registration if it was available.	1	2	3	4
43.	I would use my credit card to register for fee classes if this service was available.	1	2	3	4
44.	I would use computerized telephone registration after the Community Services office is closed if this service was available.	1	2	3	4

Section IV: Please write your response to the following items in the space provided:

45. Future programs or classes I would like to see presented through Community Services include:

46. Overall, my suggestions for improvement of the Community Services programs are:

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